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Environmental Text Set

For this text set, I decided to expand my Earth Day Unit. The critical thought for the second graders will be how our actions affect the earth. With the variety of texts, the students will be coming up with ways that our actions can be bad for the environment at times, but that our actions can also be helpful for our earth. A few examples of what issues we would be exploring would be cutting trees for homes and yet we take away squirrels’ homes, making oil for cars but that can lead to oil spills, using factories to make items however that can create air pollution and etc. The students will also be searching for ways that we can stand up for our earth and make better choices to help it. Below, I have set up how I would use the different texts in a unit and in what order I would use them.

* To introduce this unit, I would show clips of the *Plant Earth Series* to show the students the beautiful sights around the world. This video shows the entire world from ice mountains to grassy fields to oceans to dark caves and so much more.
  + I would ask the students what they think makes the world so beautiful.
* I would start off each day of the unit by reading aloud ten different useful suggestions from *50 Simple Things Kids Can Do to Save the Earth*. This is a collection of ideas of how kids can help in environmental challenges.
* *Lorax* would be the first book that I read. Even though this Dr. Seuss book is a fictional piece, it would make a huge statement.
  + It shows that the Onceler’s actions harm the air, the water, and the land, which affects the animals living there.
  + We would discuss that Onceler’s perspective compared to the Lorax’s. This would also be a good place to make a list on how we could change the Onceler’s actions into good ones.
* *Oil Spill* by Melvin Berger is a leveled reader that explains the oil spill in 1989.
  + After reading this story to the students, I would also read *Size of Spill in Gulf of Mexico is Larger than Thought*. This article was found online, so I will be able to put it up on my active board.
  + The kids would use a Venn Diagram to compare and contrast the two major events. First, they could come up with their own answers and then we would put our ideas on the Active Board together.
  + This also would be a good opportunity to show the pictures in *National Geographic: Water*. The students could explore the beauty of the nature and read about the importance of water in our lives.
* I found a Scholastic News Nonfiction Reader entitled *Our Earth: Keeping it Clean* that would be a wonderful addition to the unit.
  + With this story, I would provide a mini lesson on how our actions can cause air, water, and land pollution.
  + After the mini lesson, the students would split up into groups to make posters. I like the idea of making graffiti wall posters. This way the students could use words and pictures to describe what they are thinking. The second graders could work together to write ways to help our earth or even ways that we are hurting it.
* In my unit, I would also incorporate literacy centers using the different texts.
  + In the writing center, I would lay out the poem called *Celebrate the Earth* that I found online. One of the online suggestions for this poem was to have students write pretend thank you letters to Earth. This would be a place where they could talk about what they love about Earth and how they personally are going to take care of it. I would leave a modeled example for the students to look at.
  + At a social studies center, I would leave the book called *Using and Understanding Maps: The Endangered World*. I would print out a simple continental map for each child. They would be given the freedom to draw the animals that are endangered in different places around the world. I would also leave extra paper there for the students to write down fun facts that they read from the book.
  + The research center would become more of a turn and talk center. I would lay out the deck of *Animals of the World* cards for the students. There are pictures of animals with lots of facts about where they live, what they eat, how long they live, etc. on the back. After reading a card, they would turn and talk to a partner about how what we do changes their homes. Next, I would have the other partner take a turn to pick up an animal card to discuss.
  + My last center would be the reading center. The students would read *Trash Action*, a chapter book, in pairs to find out more ways to reduce, reuse, and recycle.
* To end my environmental friendly unit, I would have the students present and display their posters that they had made earlier in the week. I would also show the second graders some photography that my brother has taken around the world. This would give the students even more of a personal perspective on how beautiful the world is and why we need to take care of it.

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Truncating Page

1. The first online website that I truncated was the article entitled *Size of Spill in Gulf of Mexico is Larger than Thought*. I backed up enough to get to <http://www.nytimes.com/>. Next, I went to the domain page and put in that domain name of that site. The email address that came up was [hostmaster@nytimes.com](mailto:hostmaster@nytimes.com). This I believe is a company and a good source for information.
2. Next, I copied and pasted <http://printables.scholastic.com/printables/detail/?id=40964&Nty=0&_N=fff&Ntk=Printables_SI&query=Earth&Ne=172&N=370&No=0&Ntt=Earth> which is the site where I found a printable poem for the students. First, I went back to the detail/ and there was no page. Next, I went to the scholastic.com/ to find the domain. Now after truncating it, I can see that the original domain name is scholastic.com. It also tells me that the organizations name is SCHOLASTIC INC. The email addresses that are given are administers for the company. They are [msteffens@scholastic.com](mailto:msteffens@scholastic.com) and [domreg@scholastic.com](mailto:domreg@scholastic.com).
3. Both <http://www2.scholastic.com/browse/article.jsp?id=3752034&FullBreadCrumb=%3Ca+href%3D%22http%3A%2F%2Fwww2.scholastic.com%2Fbrowse%2Fsearch%2F%3FNtx%3Dmode%2Bmatchallpartial%26_N%3Dfff%26Ntk%3DSCHL30_SI%26query%3DEarth%26Nr%3DAND%2528Collection_ID%253AAR%252CSource_Name%253AScholastic%2BNews%2BOnline%2529%26N%3D0%26Ntt%3DEarth%22+class%3D%22endecaAll%22%3EAll+Results%3C%2Fa%3E> and <http://www2.scholastic.com/browse/article.jsp?id=3751791&FullBreadCrumb=%3Ca+href%3D%22http%3A%2F%2Fwww2.scholastic.com%2Fbrowse%2Fsearch%2F%3FNtx%3Dmode%2Bmatchallpartial%26_N%3Dfff%26Ntk%3DSCHL30_SI%26query%3DEarth%26Nr%3DAND%2528Collection_ID%253AAR%252CSource_Name%253AScholastic%2BNews%2BOnline%2529%26N%3D0%26Ntt%3DEarth%22+class%3D%22endecaAll%22%3EAll+Results%3C%2Fa%3E> are articles that I found while browsing the scholastic website. I was curious to see when truncating if it would lead me to a different place than the printables for scholastic. I backed spaced for both of them until .com/ and the page that came up turned into <http://www2.scholastic.com/browse/home.jsp>. When I put this into the domain page, it gave me the same information that came up for the printables because they are both scholastic materials.